Understanding the Common Core State Standards for English Language Arts:

Continuing into the Core……

1. Read and become FAMILIAR with Appendices A, B, and C.

*Appendix A:* Research – At some point, this section should be read and discussed in detail. For now, one might want to take a look at the graphic and description on page 4 to understand how the Common Core defines text complexity.

*Appendix B*: Text Exemplars – Titles and authors listed in a variety of genre at each grade level give an idea of the types and levels of texts students should be reading. This is NOT intended to be a reading list or the approved curriculum. It is a guide to help decide if a text being used or plan to be used “fits” the appropriate complexity level.

READ the lists for the grade level being taught – then, read the lists for the grade level below and the grade level above. Share thoughts with grade-band team members.

*Appendix C:* Samples of Student Writing – READ the samples for the grade level being taught and think about the implications for instruction.

1. Now, dive into the individual standards for the grade level being taught and begin looking at new content, skills, rigor and instructional demands. Some of our curriculum teams may have started on this process already. Please share with the grade level what you have discovered, but it is also important for the entire team to now begin digging into the Core to see what all is there.

**English Language Arts Model Curriculum Structure**

|  |  |  |
| --- | --- | --- |
| Strand |  | |
| Topic |  | |
| Standard Statements | | Content Elaborations (including connections among grade bands) |
| Enduring Understanding and Essential Questions | | |
| Instructional Strategies and Resources | | |
| Diverse Learners | | |

Common Core English Language Arts Standards

**Review Organizer**

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| --- | --- | --- | --- | --- | --- |
| **Grade Level \_\_\_\_\_ Strand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­** | | | | | |
| **Standard Statement** | **New Content** | **To Be Deleted** | **Rigor** | **New Materials/Resources Needed** | **Professional Development Needed** |
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